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ABSTRACT

The guidebook is intended to serve as a model for educators interested in facilitating workshops for parents of highly gifted children. An out growth of a federal project to identify, work with, and develop support and suggestions for highly gifted children, their teachers, and their parents, the guidebook begins with a discussion of its objectives in parent workshops. Subsequent sections touch on the factors involved in setting the tone and special and common concerns of parents of highly gifted children. Sample agendas and materials for a five-session course conclude the booklet. The sessions are designed to allow mutual trust and momentum to build within the workshop group; they are entitled: Identifying Concerns and Expectations, The Family Unit, Developing Self-Management Skills, Building Self-Esteem, and Practical Applications of Parenting Approaches. (CL)

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A GUIDEBOOK FOR WORKING WITH PARENTS OF HIGHLY GIFTED CHILDREN

Prepared for Project Quest *
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James LoGiudice, Director
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*Project Quest is a 1980-82 Title IVC project for highly gifted.
Conducted by
Bucks County Schools
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INTRODUCTION

This guidebook is an outgrowth of Project Quest, a two year federally funded project. The major objectives of Project Quest were to identify, work with, and develop support and suggestions for highly gifted children, their teachers and their parents. The criteria for defining "highly gifted" were not totally dependent on high I.Q. Rather, the highly gifted students who were selected were those who had extraordinary capabilities in reasoning, evaluating, analyzing and synthesizing, maturity beyond age, ability to over-arch mentally from several fields, and few (if any) intellectual peers. Because of the exceptional nature of these qualities, the "highly gifted" child will also be referred to as an "exceptional" child throughout this guidebook.

While working with highly gifted children in Project Quest, it became evident that their parents also wanted to be involved. Several workshops were then developed and implemented to help parents in their daily interactions with their exceptional children. This guidebook, which is the product of extensive experience in working with parents of highly gifted children, is intended to serve as a model for educators interested in facilitating workshops for parents of highly gifted children. Moreover, because situations, populations, and group facilitators will vary, the guidebook users should view the guidebook as a resource that may need to be modified when developing similar courses according to the unique needs of the parents in their community.

The guidebook is divided into five sections. Objectives of the course are presented first, followed by a section entitled, "Setting the Tone". Because the group leader's understanding of and attitude toward the parents and their children are critical to the success of the course, this section provides recommendations for effective leader preparation. The third section contains an introduction to working with parents of highly gifted children which focuses on some of the parents' major concerns and conflicts. The fourth section includes suggested materials for facilitator preparation and an agenda for each of the five, two-hour sessions. Both the sequence and the content of each session have been designed intentionally to allow mutual trust and momentum to build within the group. This groundwork is necessary in order for parents to develop enough confidence to explore and implement new parenting methods.

Moreover, it is important to connect previously introduced concepts and concerns related to parenting skills, family dynamics, qualities of giftedness to the needs of each participant and his/her children throughout all of the sessions. It is recommended that the final session consist of practical applications of the most significant issues and ideas from prior meetings – a culmination of insights and strategies which parents can share and with which they can negotiate with their highly capable children. Following the agenda for the entire course is a listing of community and national resources plus a bibliography specifically designed for families of highly gifted children and professionals who work with them.

It is our hope that the concepts and suggestions presented in this guidebook will prove valuable to others committed to improving the quality of life for highly gifted children and their families.

OBJECTIVES

The objectives of this guidebook are:

a. to assist facilitators in developing and implementing a specialized Parent Effectiveness Training Program designed to help parents deal with the specific problems and needs which exist in families of highly gifted children.

b. to help parents develop a realistic understanding of their child's abilities and limitations – dealing with the implications of the label assigned to each child.

c. to teach parents effective communication skills so that the ways of listening, understanding, acting and reacting produce positive interaction between parent and child.

d. to show parents how the home can be an important center for learning, an environment in which academic skills can be reinforced and social skills can be introduced and encouraged.

e. to show parents effective ways of using the unique qualities of their highly gifted children in daily situations and as preparation for life-long coping skills.

f. to form within each parent group a support network which would:
   (1) provide a warm, cohesive atmosphere in which participants can share feelings and discuss the anxieties and conflicting emotions which parents so often feel;
   (2) provide a trained corps of parents to serve as resource persons to other parents of high gifted children.

g. to serve as a model to school districts for the establishment of on-going Parent Effectiveness Training Courses designed to meet the needs of parents of highly gifted children.

SETTING THE TONE

There are basic requirements of a skillful group leader, such as: knowledge of group process, familiarity with subject matter, skill in arranging the designated room, and an understanding of appropriate timing. Working with parents of highly gifted children, however, requires an additional qualification which is critical for effectively guiding the group. Because the demands of daily living which these parents experience may be different from those experienced by parents of children with average intelligence, parents of highly gifted children need to be understood and responded to according to their special situations. For these parents, the exceptionality is always a part of their lives. It influences the ways in which they respond to their children, to their spouses, and greatly affects their self concepts. It is this dimension, the dimension of the exceptionality, which requires the group leader to have a highly developed understanding of and sensitivity to the feelings and needs of parents of highly gifted children.

Because a major objective of this course is to help parents accept having an exceptional child, the leader should first encourage group members to explore how their feelings about their children and about themselves influence their responses to particular behaviors. By being highly sensitivte to parents' feelings, the leader can gently help participants to see the attitudinal changes that they as parents must make before changes can occur in their children. Many parents of highly gifted children feel overwhelmed, inadequate, helpless and/or apathetic. The facilitator must recognize these feelings and then encourage parents to acknowledge them. The facilitator should also assure parents that their feelings are appropriate at times. As feelings of inadequacy are replaced with positive self-concepts, parents will learn to value their skills and to dignify their needs and wants. In the process, parents may become motivated to changing those responses which have perpetuated their child's negative behavior patterns.

Recognizing these feelings is a necessity in opening up the communication process. Equally important is developing an atmosphere of trust. An effective leader understands that open communication is dependent upon mutual trust, and should consider when working with parents of highly gifted children, the following issues:

(1) Because the leader may not have experienced the emotions and living situations of the group members, it is important that the leader not generalize information acquired from other group leadership experiences to the current group. All parent participants need to feel that their specific feelings and concerns are valid. Giving validation and affirmation to each parent's individual experience builds the trust that will keep the parents working with the leader, and ultimately helps participants to develop positive feelings about themselves as parents.

(2) A keen sense of timing is important in leading any group; it is essential when leading groups of parents of exceptional children. The leader should develop, cooperatively with the members, the agenda for each session, sensitive always to the readiness of the parents to deal with concerns such as sexuality, communication difficulties between spouses, and differences in spouses; perceptions and responses to their child.

(3) For those facilitators who have received no formal training in working with parents of exceptional children, there are several ways to become knowledgeable and skillful. One could read the large selection of literature available on this subject and preview films at the Regional Resource Center in King of Prussia. One could also consult with professionals in the field, observe highly gifted children at school and at play, and, whenever possible, talk with parents on an individual basis.

(4) To be effective, the leader must feel comfortable working with parents of exceptional children, a quality which requires not only knowledge but an awareness of personal attitudes and feelings. An awareness of personal reactions and an understanding of the emotional demands of living with an exceptional child will sensitize the facilitator to the expressed and hidden needs of participants. It is this depth of sensitivity that allows the facilitator to be genuinely empathic, supportive, responsive and confrontational – elements which provide the foundation for the trust and open communication necessary to working effectively with parents of highly gifted children.

INTRODUCTION TO WORKING WITH PARENTS OF HIGHLY GIFTED CHILDREN

Our society frequently equates high intelligence with emotional stability, competence in performance and outstanding achievement. Parents of highly gifted children, because they are part of the larger society, often expect their children to be highly responsible, well behaved and successful, both at home and at school.

Therefore, when gifted children fail or are unsuccessful, parents sometimes experience anger and frustration. Many parents of gifted children do eventually come to accept that giftedness does not mean perfection. However, this understanding often produces another type of frustration. Parents begin to feel extremely angry at the world in general, and the school in particular, for not recognizing their children's problems and responding to their children's needs.

As gifted children enter school, parents sometimes see that being labeled gifted could "handicap" a child both academically and emotionally. Because gifted chlidren tend to be highly sensitive to their environment, when in class they often either keep creative ideas to themselves and remain silent or offer the expected response, seeking social approval at the expense of originality. If a gifted child's qualities are evident in the classroom, peers often ridicule the child for being a "brain." Consequently, parents of highly gifted children often experience the following conflict. They want their children to be like everyone else, to be widely accepted by peers while simultaneously wanting them to develop their fullest potential. This situation can produce conflict because in demonstrating highly unique "gifts" the child could stand out as different from peers. In being viewed as "different", the child risks rejection if the differences are perceived as negative, or if they are misunderstood. Because of this, parents may tend to feel that their child's giftedness could be handicapping.

Consequently, many gifted children, who will not risk letting others see the richness of their ideas for fear of non-acceptance, often experience, intense inner turmoil. These feelings are then reflected as inappropriate behaviors, both at school and at home. There is great irony in this situation, in that gifted children, who often become labeled "difficult" or "hyperactive" are actually responding to those positive traits of giftedness which they feel uncomfortable expressing.

Furthermore, our experience has demonstrated an additional concern related to this irony for gifted female adolescents. We have observed that in several school districts there are fewer girls in gifted programs at the secondary level than at the elementary level. Those girls who had been identified as gifted in the primary grades gradually dropped out of similar programs in the upper grades. It appeared that unless the student body recognized superior intelligence as "in", female high school students

tended to opt for popularity based on non-academic standards. Many parents felt trapped, because they wanted their daughters to be happy, socially acceptable, as well as high achievers. Yet, for the girls, being happy and academically superior were sometimes mutually exclusive. It appears that despite all of the current equal opportunity legislation and society's newly raised consciousness, there still remains enough traditional sex-role conditioning and stereotyping to inhibit many girls from demonstrating their unique academic potential. Consequently, parents who see wide support for children with other exceptionalities, sense that society and schools expect gifted children to somehow take care of themselves. Parents of highly gifted girls feel this burden even moreso.

Nevertheless, our experience has also indicated that parents of highly gifted children have concerns very similar to parents of other special children. These concerns include:

- the extent to which their child is working up to potential;
- feelings of inadequacy in their parenting;
- their child's ability to cope in the real world as an adult;
- ways of motivating their children;
- ways of building their child's self-esteem;
- peer acceptance

It is interesting to note that parents of gifted children often feel overwhelmed by their children's high intelligence. Parents have a tendency to see their children as "gifted" first, and "children" second. They need to learn that gifted children have the same social and emotional needs as other children of the same chronological age.

They also need to understand that high intelligence does not necessarily correlate with high self-esteem. Most gifted children's inappropriate behaviors or academic underachievement are a result of tremendous feelings of frustration and failure. These feelings occur because a of strong desire for perfection, a lack of peer acceptance and the fear of not meeting the high expectations imposed by parents, teachers and themselves.

The facilitator who is knowledgeable and sensitive can help parents to find ways of using their children's special gifts – high levels of analytical thinking, strong problem solving skills, creativity, supersensitivity, and keen sense of humor – to encourage feelings of self-worth which in turn will motivate children to develop appropriate behaviors. Instead of giving detailed advice on specific child-rearing problems, the facilitator can present information and ideas and guide group discussion focusing on the concerns and materials which have been introduced.

Another important role of the facilitator is to help parents distinguish those behaviors which are part of normal child development from those related to qualities of giftedness. In making these distinctions parents will feel more in control of difficult home and school situations, and less intimidated by the "giftedness" of their children. While the group leader encourages parents to understand both their children's needs, feelings, skills and interests as well as their own, the parents, in turn, will risk implementing new, effective ways of interacting within their families.

MATERIALS AND AGENDA

SESSION I

Identifying Concerns and Expectations

Approximate Time
(40 minutes)

I. Introduction
   A. Facilitator explains parent's role
      1. to build agenda jointly with facilitator
      2. to provide specific areas of concern as a basis for discussion
      3. to be actively involved in group discussion
      4. to apply concepts, approaches introduced in sessions to specific home behaviors.
   B. Facilitator describes own role
      1. to guide group discussion according to issues and concerns which parents raise
      2. to introduce appropriate concepts and strategies for parenting highly gifted children
      3. to encourage parents to apply new approaches at home
      4. to help parents gain a richer understanding of the meaning of giftedness
      5. to help parents learn effective ways of encouraging their children to use their special "gifts" – including within home routines
      6. to allow opportunities for each parent to share his/her concerns and feelings
   C. Each parent gives name, name and ages of all children in family, briefly states reason for attending course, and expectations for course
   D. Facilitator records concerns and expectations on newsprint

II. The effect of the Label "Highly Gifted" on Parenting (45 minutes)
   A. Facilitator reads aloud short case study of "Eddie" from The World of the Gifted Child. This study contains a description of a gifted eight year old child and the conflicts his parents feel over the label "gifted".
   B. Facilitator uses "Eddie" to elicit reactions from parents as to how to parent a similar child
   C. Encourage parents to share personal conflicts concerning their concepts of parenting in general compounded by the demads of a child who is highly gifted.
   D. Compare parents' comments during this discussion with concerns recorded on newsprint.

III. Mythologies Concerning What Makes a "Good Parent" (30 minutes)
(STEP by Dinkmeyer)

A. Influences from
1. Media
   a. successful parenting because both spouses tend to agree on child rearing approaches; problems easily resolved
   b. need to be a "pal" to your child
2. Popular psychological literature and "How to Parent" books
   a. confusion as to style of parenting: authoritarian, permissive, democratic
   b. expressing feelings; reflective listening – when appropriate?
   c. children are equal to parents
3. Own parents
   a. be martyr
   b. control through guilt
   c. child's background determines child's behavior – it can't be changed; parent can't change
   d. repeating generational patterns
4. Peer pressure
   a. need approval
5. Romanticized notions of parenthood
   a. a "perfect" parent will produce a "perfect" child
   b. child fails because parent not doing "good" job
   c. spouses must have identical approaches to parenting
   d. child is a true reflection of parent

IV. Planning Ahead for Next Session (5 minutes)

A. Parents make list of expectations for themselves as parents – keeping in mind the "mythologies" and their concerns about raising a highly gifted child.

* Suggested Materials for Facilitator Preparation: Session I

Identifying Concerns and Expectations

Outline: Concerns That Tend to Produce Conflicts for Parents of Highly Gifted Children

"Eddie" in The World of the Gifted Child, by Priscilla Vail. (New York: Walker and Company, 1979) p. 168

Systematic Training for Effective Parenting (STEP) by Don Dinkmeyer and Gary McKay, (Circle Pines, Minn: American Guidance Services, Inc. 1976) pp. 28, 114, 115

*Note: It is recommended that the facilitator distribute an annotated bibliography at the end of the first session, and inform the parents which materials will be used throughout the course. The parents can then decide which materials they are interested in obtaining.

FOR FACILITATOR'S USE TO GUIDE RELEVANT DISCUSSIONS THROUGHOUT THE COURSE

CONCERNS THAT TEND TO PRODUCE CONFLICT FOR PARENTS OF "GIFTED" CHILDREN

1) parent has no right to complain child smart, not retarded; society expects child to be problem-free, thinks parents lucky	(1) worried that child not challenged enough at home, school; sees child as "handicapped"; effects of label itself
2) parent wants child to be one of the gang, peer acceptance	(2) develop full potential-implies-to risk being different; doesn't relate well to peers
3) want child to play freely	(3) over-program on weekends, extra-curricular activities-to prevent stifling creativity, potential
4) want child to be independent, highly responsible, well-behaved	(4) parent feels manipulated into serving child's intellectual needs, unique talents; much inappropriate behavior at home
5) be tolerant, relate well to variety of people, situations	(5) be in separeate classes, programs, camps, schools for gifted children
6) child seems bright enough to handle anything	(6) slow social/emotional skills; unable to do certain intellectual tasks; conceptualizes well but can't implem
7) child extremely bright	(7) child lacks self-confidence; low self-esteem
8) parent feels proud, happy	(8) feels overwhelmed; inadequate; out o control
9) parent has very high expectations stated or implied	(9) child highly perfectionistic; hesitant to risk-fears failure

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SESSION II

The Family Unit

I. Brief Presentation Explaining Satir's Approach (40 minutes)
   A. Effective Functioning Within The Family
      1. Individual self-esteem
         a. affects ways in which parent and child respond
         b. need to build-prerequisite for all that follows
      2. Communication –
         a. direct, clear, specific – content
         b. supportive, firm, understanding, interested – tone
      3. Rules
         a. flexible
         b. negotiable
      4. System
         a. total set of family interactions (#'s 1-4 interwoven)
         b. enjoyment among family members – tone in home

II. Questions and Answers (15 minutes)

III. Application of Satir's Approach – Achieving Family Balance (35 minutes)
   A. Becoming Less Gifted-Centered
      1. Parent's expectations for parenting role (review "myths"; parents' list of concerns, Vail)
      2. Parental frustrations, needs
      3. Traits of highly gifted children in general; qualities of participant's children
      4. Identifying child's appropriate and inappropriate behaviors

IV. School-Related Concerns: Specific Examples from Parents (15 minutes)
   A. When and how to approach the school (B. Fine)
   B. Being child's parent and teacher-role confusion

V. Planning Ahead for Next Session (10 minutes)
   A. Parents make list of child's specific appropriate behaviors they want to maintain and inappropriate behaviors they want to eliminate
   B. Parents make list of new behaviors they want child to develop

Suggested Materials for Facilitator Preparation: Session II:

The Family Unit

Peoplemaking by Virginia Satir (Palo Alto, CA: Science and Behavior Books, 1972) pp. 212-213

The World of the Gifted Child, by Priscilla Vail, (New York; Walker and Company, 1972) pp. 21-28

Stretching Their Minds, by Benjamin Fine (New York: Dutton and Company, 1964) pp. 29-32

SESSION III

Developing Self-Management Skills

I. Facilitator's Presentation: (Whitmore, Vail, Coffey, Clifford)
   A. Identifying behaviors preceived as negative by parents, others, usually not by child-focus on the irony that those traits which are often seen as negative are caused by the qualities which make the child highly gifted
   B. Feelings and needs of the highly gifted child.
      1. frustrations
      2. fears
      3. goals
   C. Identifying strengths and limitations of all siblings in family
   D. Introduce concept – feeling in control – for both parents and child as a necessary step to self-management
   E. Introduce concept "motivation" – (Clifford)
      1. parents need to examine own levels of motivation and learn how low motivation and parental feelings of failure affect child's responses
      2. ways of raising parent's motivation as means of encouraging child to alter responses, reduce child's fears, increase willingness to risk

II. Questions and Answers (20 minutes)

III. Divide Participants into Three Groups (Parents' list of appropriate and inappropriate behaviors) (25 minutes)
   A. Each parent identifies personal attitudes, feelings that they may need to change in order to interact more effectively with their child
   B. Each parent identifies specific behaviors, attitudes of child that need to change

IV. Reconvene large group (20 minutes)
   A. Summarize most helpful points expressed in small groups
   B. Identify difficult issues which need further discussion

V. Planning Ahead for Next Session (5 minutes)
   A. Parents decide which behaviors to deal with at home

Suggested Materials for Facilitator Preparation: Session III

Developing Self-Management Skills

"Discipline and the Gifted Child" by Joanne Whitmore Roeper Review, Journal on Gifted Child Education, Vol. 2, No. 2 (Royal Oak, Michigan: Barber Graphic Services, Inc. Dec. 1979)

"What His Family Can Give Him" and "What His World Can Give Him" in The World of the Gifted Child, by Priscilla Vail (New York: Walker & Co., 1979) pp 62-67

Parents Speak on Gifted and Talented Children, by Kay Coffey, Gina Ginsberg and Carrol Lockhart (Ventura, Cal: Ventura County Superintendent of Schools, 1976) pp. vii, viii

"Motivation", "Risk-Taking" from Parental Skills Program for Parents of Handicapped Children by Roy Clifford, Texas Institute for Rehabilitation and Research and Interaction, Inc., Houston, Texas

SESSION IV

Building Self-Esteem

I. Facilitator's Presentation (STEP, Becker) (40 minutes)
   A. Uses of encouragement
      1. to reinforce positive behavior
      2. to promote feelings of self-worth in child – as motivator for child to become autonomous
   B. Misuse of praise
      1. inhibits creative responses, risk-taking
      2. makes child dependent on others' opinions
      3. prevents child from developing internal standards and trusting his/her standards to measure value of own work of self

II. Questions and Answers (20 minutes)
   Divided into Two groups

III. Distribute "Real Life Situations" (STEP) (30 minutes)
   A. Reactions to handout
      1. Identify whose need is expressed, the child's or the parent's?
      2. Acknowledge both child and parent's feelings
      3. Brainstorm alternative responses based on previous discussion and each parent's objectives

IV. Reconvene Large Group (20 minutes)
   A. Summarize major points expressed in small groups
   B. Connect significant responses with "motivation" as it applies to both parent's and child's feelings, attitudes

V. Planning Ahead for Final Session (10 minutes)
   A. Parents use encouragement at home with specific behaviors they have previously decided to work on
   B. Prepare to compare strategies that seem to work with those which are ineffective

Suggested Materials for Facilitator Preparation: Session IV

Building Self-Esteem

"Praise vs. Encouragement" in Systematic Training for Effective Parenting Handbook (STEP Parent Handbook) by Don Dinkmeyer and Gary McKay, (Circle Pines, Minn: American Guidance Service, Inc. 1976) pp. 37-39

"Social Reinforcers" and "Activity Reinforcers" in Parents Are Teachers, by Wesley Becker (Champaign, Ill: Research Press Company, 1971) pp. 100-111

Handout – "Real – Life Situations", from STEP p. 39

Guideposts for Parents of Gifted Children by Ruth Strang. (New York: Bureau of Publication, Teachers College, Columbia University, 1958). p.1

"REAL LIFE SITUATIONS"

1. Your daughter complains that the arithmetic homework is too difficult.
2. Your son has attempted to dress himself: his shirt is on backward, his shoes are on the wrong feet, etc.
3. Your son has just helped you clean the kitchen.
4. Your son is worried that he will not do well in a music recital.
5. Your daughter returns from an athletic contest after playing well but having lost.
6. Your daughter's class held an election today. She was nominated along with two other students for class president. She lost the election and is very discouraged.
   1. What might she belive about herself?
   2. How would you encourage her?

FROM: STEP Parent Handbook by Don Dinkmeyer and Gary McKay, p 39

SESSION V

Practical Applications of Parenting Approaches

I. Facilitator Presentation: Ways of Using Child's Unique Gifts to Promote Self-Esteem and Autonomy (Vail, Whitmore, Dinkmeyer) (50 minutes)

A. Humor
1. Catalyst, diffuses tension
2. family members minimize seriousness of issues – o.k. to make mistakes

B. Involving child in Process – Both Child and Parent Feel "In-control"
1. Problem solving
a. analyzing problem – break it into workable parts
b. giving reasons to child when parent's opinions, needs feelings differ from child's – validates child as worthy person
c. dialoguing – a way of demonstrating respect for child's views while allowing child to see parent as a person
d. brainstorming – expressing any possibility
e. selecting appropriate alternative responses
f. evaluating consequences of applying each response
2. Allowing children to make decisions within well-defined limits
a. experience consequences
b. encourage risk-taking
c. understand that parents care, will be supportive regardless of outcome

II. Questions and Answers (20 minutes)

III. Divide Into Three Groups (30 minutes)
a. Each parent chooses one or two situations from previous lists of child's behaviors to work on
b. Groups strategize ways of problem-solving related to specific situations chosen
c. Groups record key points on newsprint and consequences of implementing alternative decisions

IV. Reconvene Large Group (20 minutes)

A. Share insights gained throughout course
1. new parental attitudes and expectations; changes in understanding of parental roles
2. new insights into needs, feelings, behaviors of highly gifted child
3. awareness of parent's needs; inter-spouse communication
4. effective parenting styles which could promote family balance and foster high self-esteem in each family member

V. Evaluate Course (10 minutes)

A. Complete evaluation form

Suggested Materials for Facilitator Preparation: Session V

Practical Application of Approaches Including Traits of Highly Gifted Children

Liberated Parents, Liberated Children, by Adele Faber and E. Mazlich (New York: Grosset and Dunlap, 1974), pp. 29-32, pp. 151-153.

Stretching Their Minds, by Benjamin Fine (New York: Dutton and Company, 1964) pp. 217-234

Creativity in the Home p. 11-17

"Applying Natural and Logical Consequences "from STEP by Dinkmeyer, pp. 87-93

ORGANIZATIONS FOR THE GIFTED AND TALENTED

The Association for the Gifted
A Division of CEC
316 W. Second Street
Los Angeles, CA. 90012
Journal, Newsletter, Annual Convention

American Association for Gifted Children
15 Gramercy Park
New York City 10003
Annual Convention

Foundation for Gifted and Creative Children
395 Diamond Hill Rd.
Warwick, RI 02886
Newsletter, Annual Convention

National Association for Creative Children and Adults
8080 Spring Valley Drive
Cincinnati, OH 45236
Journal, Newsletter, Annual Convention

National/State Leadership Training Institute
on Gifted and Talented
316 W. Second St. – Suite PH-C
Los Angeles, CA 90012
Bulletin, Newsletter, Brochures, Workshops for Parents
and Administrators

Pennsylvania Assoc. for Gifted Education (P.A.G.E.)
c/o Renee Sandler
804 Pierce Rd.
Norristown, PA 19403

The National Assocaition for Gifted Children
(publisher: The Gifted Child Quarterly)
217 Gregory Drive
Hot Springs, Arizona 71901

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(publisher – Your Gifted Child and You
by Felice Kaufman)

PUBLICATIONS FOR THE GIFTED AND TALENTED

Gifted Child Quarterly

Journal of Creative Behavior

Journal of Special Education

Exceptional Children

Journal for the Education of Gifted Children

Gifted Children Newsletter: 1255 Portland Place,
Boulder, CO. 80323

Roeper Review, Journal on Gifted Child Education,
Barber Graphic Services, Inc., Royal Oak, Michigan

Gifted Young Children, Teachers College Press
Columbia University, New York

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